UNIT 14 : STUDENT UNREST

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14.1 LEARNING OBJECTIVES

After going through this unit, you will be able to—

- describe the concept of student unrest;
- illustrate instances of student unrest in the Indian context;
- analyze the causes of student unrest;
- discuss the effects of student unrest;
- outline different remedies of student unrest; and
- discuss the efforts of the Government to prevent student unrest.

14.2 INTRODUCTION

Social order is an essential component of social organization. Whenever there is any kind of disturbance in the society, social development is negatively affected. There are many factors which cause social disorganization. One such crucial issue is student unrest. Student unrest is actually a factor or component of social disorder. The term 'student unrest' has recently become very prevalent to the extent that we have many

instances of such unrest. You might have experienced or at least heard about students engaged in strikes, riots, violence etc. These are instances of student unrest. It is necessary to understand its concept and causes and to find out its remedies to solve the problem effectively. This unit introduces you to the basic concept of student unrest. You will also study the causes of student unrest. Here, you will also know different remedies of student unrest and the efforts of the Government to prevent student unrest. Let us first try to understand the basic concept of student unrest.

14.3 CONCEPT OF STUDENT UNREST

You might be very familiar with the term 'student'. The term 'student' can be understood as a person who is enrolled and studying in an educational institution. Mostly students comprise of a group of young and energetic people. Therefore, they are the potential resources of a country. It is important to ensure that their energy is channelized towards socially acceptable goals. The term 'unrest' refers to a state of dissatisfaction, disturbance and agitation, typically involving public demonstrations or disorder. Student unrest is a significant expression of dissatisfaction or agitation created by students. It is the collective discontent, dysfunctional conditions in educational institutions and concern (of public and students) for change in existing norms. On the other hand, student agitations are characterised by 'action based on the feeling of injustice, identifying source of discontent, frustration and deprivation, emergence of leadership, mobilisation for action, and collective reaction to stimuli. Student unrest is a global issue. It is not confined to any particular country or place. When students show inhumane behaviour against the society, educational institutions and any other matter, it is also called as student unrest. For example, students involved in different acts like stealing, indulging in sexual activities, ragging, anti-social activities, unfair means in examination etc. Various forms of student unrest are: demonstrations, slogan shouting, strikes, hunger strikes, road blocks, *gheraos*, and boycott of examinations. Student unrest is the unhealthy and anti-social attitude adopted by students in their lives by protesting against the rules and regulations of society. However, student unrest has, at times, also led to

many positive changes. We will discuss about in the sub-section 14.6.

The characteristics of student unrest are enumerated as follows:

i. Disagreement to abide the principles of society
ii. Developing an attitude of truancy which disturbs the discipline of home environment
iii. Passing their leisure time through anti-social activities
iv. Engaging in destructive activities
v. Individualistic and self-centred attitude
vi. Indiscipline in conduct
vii. Result of collective discontent towards the prevailing system

Student unrest may be in the form of—

a) *Student-oriented agitations*: Agitations pertaining to problems at college/university level and at national level. They are generally discontinuous and problem-oriented rather than value-oriented.

b) *Society-oriented agitations*: It refers to students' interest in state/ country's politics and programmes.

Though we see the expression of student unrest suddenly, it follows a certain pattern which we can understand as the growth process of student unrest. It comprises the following stages:

i. *Discontent stage*: This is the first stage in which dissatisfaction and confusion with the existing conditions arise and grow.

ii. *Initiation stage*: In this stage of unrest, a leader emerges. The causes of dissatisfaction are identified; excitement increases and proposals for action are debated.

iii. *Formalization stage*: Here, programmes are developed and alliances are forged. Support is also sought from outside agents.

iv. *Public support stage*: After the unrest takes a formal shape, the problem or issue of the students is transferred into the problem or issue of the public. This not only creates awareness among public but also seeks public support on the concerned issue.

v. *Official action stage*: Here, the authority in power realizes the magnitude of the issue, officially acknowledge the discontent, and agree/negotiate to adopt strategies to solve the issue.

14.4 STUDENT UNREST IN INDIA

You know that the ancient Indian education was based on the *guru-shishya parampara* in which the teacher and the sayings of the teacher were revered. This obviously does not mean that the students' voice was dominated. But there was no instance of organized agitation by students. In India, the roots of student movement could be traced back to 1828 when an Academic Association was formed under the guidance of Henry Louis Vivian Derozio, a teacher and a reformer in undivided Bengal's Hindu College. Then, in 1905, the students of Eden College in Calcutta protested against the partition of Bengal by burning down the effigy of the then Viceroy, Lord Curzon. In 1920, the first students' strike took place in King Edward Medical College, Lahore against academic discrimination between Indian and English students. Moreover, students and their organizations across the country participated in the freedom struggle.

After independence, almost all major political parties started their student wings and several independent student groups catering to socially and economically deprived sections also emerged. This gave a political backing to students' agitation and student unrest. Different issues have been addressed at different times by these student organizations. Some of the prominent instances of student unrest in India are:

Anti-Hindi movement in Tamil Nadu, 1965: A large number of students across Tamil Nadu launched a stir against the Official Languages Act of 1963, which made Hindi an official language along with English. But the then Prime Minister Jawaharlal Nehru assured that English will continue to be the official language. However, a three-language formula was introduced later. This again led to students' agitation. There were self-immolations and about 70 deaths in the ensuing violence.

Nav Nirman Andolan (Reconstruction Movement), 1974: On December 20, 1973, students of an engineering college in Ahmedabad launched an agitation against the 20% fee hike in hostel food. A similar strike on January 3, 1974, at Gujarat University saw clashes between the police and the students. A statewide strike was organised on January 25,

which ended with another round of clash between the police and the protesters. A curfew was imposed in 44 towns and the army was called in to restore peace in Ahmedabad. The agitation led to the dissolution of the state government.

Bihar Student Movement, 1974 (also called JP movement): The Chatra Sangarsh Samiti led by Jai Prakash Narayan focused on corruption, nepotism, electoral reforms, subsidised food and education reforms. It was a non-violent protest, which started from Patna University and spread to several other educational institutes in Hindi-speaking states of northern India. The JP movement promoted the idea of socialism.

Student Movement during Emergency, 1975: In several universities and academic institutions across India, students and faculty members organized underground protests, using pamphlets and leaflets to protest against the imposition of Emergency. Over 300 student union leaders, including the then President of the Delhi University Students' Union Arun Jaitley, and Jai Prakash Narayan, who headed the Chatra Sangarsh Samiti, were sent to jail.

Assam Agitation (1979 to 1985): The agitation in Assam against illegal migrants was launched by the All Assam Students Union (AASU). It was an agitation to protect the identity of Assamese people in wake of the influx of people from Bangladesh following 1971's War of Liberation.

Anti-Mandal Agitation, 1990: On August 1990, students from across India started a protest against the introduction of 27% reservation in government jobs for people from the Other Backward Classes as recommended by the Mandal Commission. Although the protest began in Delhi University, it spread to several educational institutes across the country, leading to violent protests in many parts of the country. Students in several places boycotted exams.

Anti-Reservation Protests, 2006: Another major protest against the reservation system took place in 2006. Widespread protests took place in educational institutes to oppose the decision of implementing reservations for OBCs in both central and private higher education institutes. Students and doctors belonging to upper castes called the move discriminatory. There

were also counter-protests in favour of the decision by OBC student groups.

Jadavpur University, 2014: The "*hok kalorob* (let there be uproar)" movement at Jadavpur University was against alleged police attack on unarmed students. The students were demanding a fair inquiry into the alleged molestation of a student inside the campus. The week-long protest led to the removal of Vice-Chancellor of the University, Abhijit Chakraborty, who had allegedly allowed police to enter the campus.

FTII Agitation, 2015: In July 2015, the students of Film and Television Institute of India, Pune, launched a stir against the nomination of actor Gajendra Chauhan as the chairman of the prestigious institute. The students boycotted classes and refused to take exams, claiming Chauhan was not eligible to head FTII. Symbolic protests were held in several other places in solidarity with the FTII students.

Protest over Rohith Vemula's death, 2016: Another instance took place in 2016 when a Dalit scholar of Hyderabad University, Rohith Vermula, committed suicide. This triggered a nationwide outrage against the university administration over alleged failure to prevent his suicide. The suicide took place days after the University's Executive Council expelled five Dalit students, including Vemula, from the hostel and limited their access to the campus for allegedly assaulting an ABVP student leader. Hundreds of students from universities across India participated in protest rallies.

JNU protest, 2016: On February 9, 2016, Jawaharlal Nehru University (JNU) erupted in protests over the 2013 execution of Afzal Guru, a Kashmiri separatist convicted of conspiring in an attack on Parliament 16 years ago. A demonstration witnessed clashes between different student groups. JNU authorities conducted an inquiry and took action against students. The action ranged from rustication to fines. Two students were even arrested by Delhi Police and booked for sedition. In response, students went on an indefinite strike. The Delhi High Court suspended the university action on the condition that students end their strike.

Protest against CAA, 2020: Students from different leading universities had been protesting against the CAA, passed into law on December 11, 2019. The law states that fast-tracked citizenship would be

offered to all those migrants who had fled to India from the neighboring countries of Pakistan, Bangladesh and Afghanistan before December 2014 on grounds of religious persecution. The exception, however, does not apply to the Muslims. The protest against CAA was neither limited to minority-dominated institutions nor to the usual centres of political action. It was supported by all kinds of educational institutions.

You may go through the article 'The History of Students Protests in India' in the link https://thewire.in/politics/the-history-of-student-protests-in-india.

14.5 CAUSES OF STUDENT UNREST

Students are the assets of the society. They are the future of any country. If they follow good moral values and disciplined life, society is benefited. But if they are misguided then it is harmful for our society. It has been seen that students are indulging in acts of indiscipline. School or college students going on strikes, using unfair means to copy in examinations or damaging assets of an institute etc. are examples of student unrest. If this type of indiscipline activities of students are not reformed and guided at appropriate time, it may lead to harmful effects on society as well as on the lives of the students.

There are various factors acting on the young students. Their behaviour is shaped by these factors. The students engage in such activities due to various causes. Let us analyze the causes of student unrest here:

- **Home/Family:** Home or family environment is one of the causes of student unrest. The following factors of home environment may lead or encourage students to engage in unrest related activities:
  - i. Lack of parental support
  - ii. discriminating attitude of parents towards their child
  - iii. Too much strictness or lack of discipline at home
  - iv. Ignorance of parents
  - v. Substance abuse by parents
  - vi. Excessive pampering of children
  - vii. Poverty

viii. Broken family

ix. Unhealthy home environment

- **Factors related to Educational Institutions**

The different causes related to the educational institutions are—

i. Indiscipline in school

ii. Unattractive institutional campus

iii. Too much control of teachers or authorities

iv. Lack of communication between teachers, students and guardian

v. Partiality or favouritism of teachers

vi. Defective curriculum and method of teaching

vii. Problems related to evaluation like unfair conduct, biased system, etc.

viii. Lack of guidance and counselling

ix. Lack of leadership quality of teachers

x. Lack of basic amenities

xi. Non-responsive nature of institution

xii. Unreasonable or dramatic hike in fees

xiii. Lack of co-curricular activities in the institutions

- **Social Causes**

The different social causes of student unrest are as follows:

i. Lack of ideal in the society

ii. Unorganised social structure

iii. Generation gap

iv. Natural disaster

v. Regional imbalance

vi. Inappropriate representation of facts by mass-media

vii. Abuse or misuse of social media

- **Psychological and Personal Causes**

The following are the main reasons:

i. Mentally Handicapped Child

ii. Deprived from love and affection of parents

iii. Maladjustment in Child

iv. Lack of fulfilment of basic needs

v. Mental disease

vi. Aimless life and uncertain future

vii. Economic difficulties

The UGC Committee of 1960 pointed out the following reasons for student unrest—

1. Economic causes, like demands for reducing fees, increasing scholarships etc.
2. Demands for changes in existing norms pertaining to admissions, examinations and teaching
3. Poor functioning of colleges/universities with inadequate instruments and materials for laboratories, or books and journals for libraries
4. Conflicting relations between students and teachers (teachers being accused of frequently cutting classes and of not remaining committed to teaching)
5. Inadequate facilities in the campus, like inadequate hostel accommodation, poor food in hostels, lack of canteens and poor drinking water facilities
6. Student leaders being instigated by politicians



CHECK YOUR PROGRESS

Q. 1: What is meant by student unrest?

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Q. 2: Write any two causes of student unrest.

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14.6 EFFECTS OF STUDENT UNREST

As mentioned in the beginning, student unrest is a source of social disorder. It disrupts the normal functioning of the educational institution and the society at large. In this section, we will see in what ways student unrest disturbs the normal functioning of an educational institution. However, student unrest has always been looked upon from a negative perspective.

It may also have some positive impact on the society. Let us discuss the effects of student unrest.

(i) **Institutional Administration:** An educational institution is run by proper planning, administration and management. Student unrest leads to failure of planned development of the institution, mismanagement of the resources of the institution and financial losses affecting both students and the institution. It also leads to financial crisis of the institution.

(ii) **Infrastructure loss:** There are instances of violence by the student protesters which lead to damage of various infrastructure of the institution. The loss of infrastructure due to violence in student unrest is a loss to the institution.

(iii) **Curriculum implementation:** The prescribed curriculum is implemented in a particular time frame with a view to achieve some pre-determined objectives. Student unrest brings obstacles in achieving these objectives within the stipulated time frame. If an academic year is suspended, it means that students will enter the workforce one year later. This means that students will lose an entire year of income.

(iv) **Creating Social Conflict:** Student unrest endangers public safety, particularly when it is off campus. Time and again student organizations give call for agitations to voice their dissent which is either just or unjust, causing violence and civic disturbances.

(v) **Psychological effects:** The psychology of the students is very closely related to the acts of student unrest. During the student unrest, the levels of stress and anxiety of the students are raised. This may be aggravated by pressure and intimidation by fellow students to participate in the unrest, additional financial pressure resulting from the unrest and increased academic pressure to adapt to the ever changing academic time-table.

(vi) **Reputation of the Institution:** The educational institution where student unrest occurs frequently invites bad reputation because of the disruption in normal functioning of the institution as well as its mismanagement.

However, student unrest has, at times, also led to many positive changes. That students at the higher education level have played a key role in the creation of nationalist movements is also obvious as in the case of the Indian freedom struggle. In the developing countries, as elsewhere in the world, university students provide political leadership and innovation, and often point the way to social change and sometimes, to revolution. So, it will not be correct to look into the concept of student unrest from a totally negative viewpoint.

Student unrest helps—

a) To create collective consciousness and group solidarity;

b) To organize the youth to work for new programmes and new plans;

c) To provide opportunities to young individuals to express their feelings and make some impact on the course of social change.

14.7 REMEDIES OF STUDENT UNREST

Looking at the causes or factors which lead to student unrest, it can be assumed that it can be prevented if proper action is taken. And, if it has already taken place, steps can be taken to minimize it or eliminate it. Students are mostly young and have their own understanding of the world and mundane matters. The administration (which consists of mostly adults) has to accept the fact that the problems of young students cannot be solved for them but with them. Therefore, cooperation of students/youths needs to be sought by parents, teachers and administrators. Youth/students, parents, teachers and educational administrators, politicians and political parties should cooperate in understanding problems/grievances of the youth and in giving them logical guidelines.

However, student unrest is unique in each context. So, it is essential to understand the context well and identify the root cause of unrest and then resolve it accordingly. The problem of student unrest may be resolved through these measures—

a) Steps taken by Home or Family: The family of a student plays a crucial role in preventing him from engaging in any unlawful activity. For this, parents should take care of the child from early age. The

behaviour of the family members should be good. Parents or other family members should ensure proper guidance to their children. It is necessary to celebrate the different functions, festivals and birthdays in the family. Balance should be maintained between freedom and strict discipline of the students. It is also important for the parent to know the friend circle of the child and to track their activities regularly.

b) **Steps taken by School:** School building should be attractive. School curriculum, method of teaching and the evaluation procedure should be realistic. Educational and vocational guidance should be given to the child in school. Students should be given the opportunity to participate in co-curricular activities. Curriculum should be activity-based and importance should be given on work experience, technical and vocational subjects. Parent-Guardian meets should be arranged at school on regular basis. There should be a close relation between students and teachers.

c) **Steps taken by Society:** Society should always be aware and keep an eye on the tendency of any child towards anti-social behaviour and reformatory steps should be taken at the earliest. Children should be forbidden from engaging in anti-social activities. Knowledge of moral and spiritual values should be given to the children from early age using various media like mass-media, comic books, story books, by setting examples and by engaging children in community activities. Meritorious students should be given more priority and opportunity.

Moreover the following remedial measures may be taken for solving student problems—

- **Student participation in Administration:** Effective student participation in academic and administrative related works of college and university may help in taking student-friendly and effective administrative strategies. It will also give them opportunity to project their problems and issues. Students should be given the freedom to manage co-curricular activities. Effective student participation in the different bodies and committees of the educational institutions is also an essential matter. Students' consultation relating to structure of

courses and examination reforms is another way to let students participate in academic decisions. Students' feedback on teacher's performance is also important to know their defect in teaching methods or elsewhere.

- **Curriculum Reform:** The traditional education system should be reformed and new techniques of teaching and new courses based on needs of the present society should be introduced. Value based contents should be integrated in various curricular areas. Diversified and employment oriented courses should also be introduced. Innovative methods of teaching should be introduced like discussion method, round table discussion, seminar, team learning, joyful learning etc. ICT based teaching learning process should be introduced. Diverse co-curricular activities should be made available to channelize the talent and energy of the students.
- **Employment opportunities:** Efforts should be made to provide opportunities for the students to take admission in different courses like agriculture, engineering, business management, commerce, medicine, mass-communication, tourism, hotel management etc. Schemes relating to small scale industries, workshops, fine arts, crafts etc. should be encouraged on a co-operative basis. Moreover, it should be ensured that they are given freedom to choose their own career, rather than the career of choice of their parents or of the family members.
- **Provision for Leisure Time Activities:** Students should not be allowed to pass their time in vague. Provision of hobby club and hobby centre should be opened and opportunities should be given to engage in activities like painting, music, photography, creative writing, stamp collection, swimming etc. Opportunities should also be given to pass their leisure time through indoor games, excursion, dramatic performances etc.
- **Avoid involvement of political parties in campus:** Political parties should be kept out from the campus of the educational institutions. Authorities must take the responsibility to protect the students from

directly involving in political parties and spoiling the campus.

- **Develop Life Skill Programmes for Students in Educational Institutions:** Life skills programmes are those that seek to build the capacity of individuals to make decisions and take actions that positively impact their lives and the lives of those around them. So, most beneficial life skills for students like creativity, problem solving, critical thinking, leadership, communication, collaboration and information management etc. should be developed by introducing some creative life skills programmes in the educational institutions. It would help students to develop all those necessary skills for adapting effectively with the new situation or a problem.

The young energy of the students is the resource of a nation. It is necessary to realize that this vast youth power should be channelized in the right direction and utilized for the development of the nation.



CHECK YOUR PROGRESS

Q. 3: Write one characteristic of student unrest.

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Q. 4: How does student unrest affect curriculum implementation?

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Q. 5: Write any two remedies of student unrest.

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14.8 EFFORTS OF THE GOVERNMENT TO PREVENT STUDENT UNREST

Agitations, strikes, unrests, etc. are problems for smooth functioning of the government. Politically as well as socially, it is essential to listen to and solve the problems faced by the students. To solve the issue of student unrest, government has appointed many commissions and committees to provide suggestions for solution. In this section, you will know about the

suggestions recommended by various commissions and committees.

- **The Kothari Commission 1964-66**

  Kothari Commission, 1964-66 suggested the parents, guardian, teachers, political parties, government and students should be responsible for prevention of student unrest. The commission also viewed that there should be good coordination among the above mentioned persons for solving the problems of student unrest. The Commission has suggested the following measures for solving the problems of student unrest—

  i. **Health Service:** Health service for students should be provided in all educational centres.

  ii. **Guidance and Counselling:** The students need guidance and counselling regarding various courses. Hence there should be a counselling cell at every educational institution.

  iii. **Orientation of new students:** Some programmes should be organised for adjustment of the newly admitted college and university students. For example, programmes like freshmen social, library orientation programme, college week etc.

  iv. **Students' Union:** The student union has become an important organisation for student's welfare. It is necessary, therefore, that qualities of restraint, discipline and creativity are developed in students through it.

  v. **Hostel:** Proper arrangement of hostels should be made in every college and university. The minimum facilities should be given to the students for better living.

- **The Triguna Sen Committee , 1965-67**

  The Chairman of the Committee of Members of Parliament (1967) was Dr. Triguna Sen, the then Union Education Minister. This Committee also had shown concern for student unrest. The following suggestions were given by this committee for solving the problems of student unrest—

  i. The resources of schools should be utilized beyond school hours.

  ii. Poor and needy students should be helped.

iii. Various services should be made available to the students inside the college or university campus.

iv. Adequate hostel facility should be provided, where students should be required to participate in the management.

v. There should be provision for remedial classes for those who require assistance.

vi. National consciousness should be developed among the students.

vii. They should be involved in challenging projects of national reconstruction.

- **Conference of Student's Representative in 1969**

The Conference of Student's Representative was organised in 1969 by the Ministry of Education and University Grants Commission. There were discussions on educational aspect of students and also on student unrest in this conference. The following decisions were taken in this conference for solving the problems of student unrest—

i. Opportunities should be given to the students to participate in the different programmes of school.

ii. There is a need to reform the examination system and introduce multidisciplinary courses.

iii. There should be a good coordination between education and employment.

iv. Importance should be given on formation of National Cadet Crops and Non- Government Organisation.

v. Formation of good Students' Union should be allowed.

Thus, we can see that government has tried to solve the problem of student unrest by addressing the issue in various educational discussions. However, more firm steps are to be taken in this regard. The issue is delicate as it involves the students, who are young, resourceful and sensitive people. It is to be understood that the solution ultimately lies with involving the students in its prevention.



ACTIVITY 14.1

Study the basic causes of student unrest in your state and give some remedial measures to check it.



14.9 LET US SUM UP

- Student unrest is actually a factor or component of social disorder.
- Student Unrest is a global issue; it is not confined to any one place or country.
- Student unrest is the unhealthy and anti-social attitude adopted by students in their lives by protesting against the rules and regulations of society.
- Student unrest may be in the form of—student-oriented agitation and society-oriented agitation.
- In India, the roots of student movement could be traced back to 1828 when the Academic Association was formed in Hindu College. Then, in 1905, the students of Eden College in Calcutta protested against the partition of Bengal. In 1920, the first students' strike took place in King Edward Medical College, Lahore. Moreover, it is evident that students and their organizations across the country participated in the freedom struggle. After independence, different issues have been addressed at different times by various student organizations.
- There are various factors acting on the young students. The students engage in unrest activities due to various causes. The different causes of student unrest are as follows— hereditary factors, ecological factors, home or family environment, social causes, psychological causes and factors related to education.
- Student unrest obviously has negative impacts on both the students as well as the society. But there are many instances where student agitation, *dharna*, *gherao*, etc. have led to developmental activities.

- Family, school and society plays a significant role in prevention of student unrest.
- Some measures to prevent student unrest are involving students in administration process, curricular reforms, increasing employment opportunities, providing training for leisure time, avoiding involvement of political parties.
- Various committees and commissions have given recommendations to solve the problem of student unrest.



14.10 FURTHER READING

1) Aggarwal, J.C. (1999). *Development and Planning of Indian Education*. New Delhi: Vikas Publishing House.
2) Dutta, A. and Sonowal, P. (2007). *Samasamayik Bharatiya Sikshar Samasyat Dristipat.* Goahgat : Saraswati Prakashan.
3) Kochhar, S.K. (2004). *Pivotal Issues in Indian Education.* New Delhi: Sterling Publishers.
4) Sharma , R.N. (2007). *Education in Emerging Indian Society*. New Delhi: Surjeet Publication.
5) Sharmah, Shelija. (2012). *Problems and Issues in Indian Education*. New Delhi: Vikash publishing House Private Limited.



14.11 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1: When students show expression of dissatisfaction against the society, educational institutions and any other matter it is called as student unrest.

Ans. to Q. No. 2: (i) Social Causes and (ii) Home or family environment

Ans. to Q. No. 3: Student unrest is the result of collective discontentment towards the prevailing system.

Ans. to Q. No. 4: Student unrest brings obstacles in achieving the pre-determined objectives of the curriculum within the stipulated time frame. If an academic year is suspended, it means that students will enter the workforce one year later, which leads students to lose an entire year of income.

Ans. to Q. No. 5: (i) Educational and vocational guidance should be given to the child in school.

(ii) Students should be given the opportunity to participate in co-curricular activities.



14.12 POSSIBLE QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q. 1: What is meant by social unrest?

Q. 2: Write any four characteristics of Student Unrest.

Q. 3: Mention the social cause of student unrest.

Q. 4: Write the psychological cause of student unrest.

Q 5: What are the positive impacts of student unrest?

B) Long Questions (Answer each question in about 300- 500 words)

Q. 1: Write about the main causes of student unrest.

Q. 2: What are the ways to prevent student unrest?

Q. 3: Discuss about the suggestion given by Kothari Commission on student unrest.

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